Monroe
DOCTRINE
"Respect All, Fear None"
Volume Eight | Nov. 13, 1969 | Number 7

MCC RED CROSS BLOOD DRIVE IS ON

By Cherie Benova
MCC Red Cross Chairman

MCC's semi-annual blood drive will be held on Monday and Tuesday (Dec. 1 & 2) from 10 A.M. to 4 P.M., each day in the gameroom.

Something new has been added this year: Every person who gives blood gets **free admission** to a dance sponsored by Gamma Chi fraternity featuring at least one band and all the free beer you can drink. Every person who goes through the registration line on Dec. 1 & 2 and gives blood, **OR** who goes through the registration line and is turned away by one of the Red Cross personnel for medical reasons such as a cold, elevated temperature, etc . . ., will have their registration card (pledge card) stamped by one of the personnel in the gameroom. A stamped pledge card will be your admission ticket to the dance. All others will be charged an admission fee. The date, time and place of the dance will be announced later.

Starting Monday, Nov. 17th, there will be an information booth set up by the mailfolders where there will be available flyers giving any information you might want to know about donor requirements, etc . . . Our recruiting table will also be set up by the mailfolders where you can sign up to donate at a specific time on Dec. 1 & 2.

If it should happen that for one reason or another you are unable to give blood on one of the specified days, the entire month of December has been designated MCC month at the blood center downtown. In other words, you can donate your blood at the Red Cross Blood Center on 50 Prince St. on any Wednesday or Friday during the month of December, and it will be credited to MCC. The co-chairmen of MCC's blood drive are Devra Vevona and Tom Lucas. Please contact one of them if you have any questions. Working under them are: The Folksinging Club, SDS, Zeta Sigma Chi Fraternity, Theta Kappa Chi Fraternity, Gamma Chi Fraternity, Alpha Chi Beta Sorority, Theta Upsilon Sorority, Sigma Iota Chi Sorority, and independent students, among others.

Steve Strange leaves the Soph Senate for the last time.

STEVE STRANGE QUITS SENATE

I resign from the office of President of the Sophomore Senate and class. My inner peace dictates this to me because I have raised myself above the importance of the job; my head became swelled with time. It was hard for me to relate to the benefits of the job, the fake smiles, the worthless gossip, underhanded, sneaky registration tricks (I registered early). I found myself doing the same things that I wanted to stay away from; I became part of the system I was against. I have chances to push through reforms and help the students speak out without the fear of being repressed. Politics is stupid to the point of unbelieving. I couldn't believe it anymore. I have stirred some thought in the people who need it, the community college student. People are now starting to say, "What the hell is on?" and I can't add anymore to that right now. I hope the people who are disappointed in me will take the wheel and start driving.

Steve "Strange" Congdon
Student

The Place To Be — Fall Weekend '69

By Lynda Damiani

Changes 1969 will be **the** place to be in Rochester, New York this weekend. It promises to be the most fantastic night fun-time MCC has ever seen.

Ticket sales are skyrocketing, so everyone can be assured that everyone else will be there. The Association concert has drawn fans from every section of the city, and ticket sales at the door will most likely result in a S.R.O. concert. The Association has managed to stay on top of the charts throughout the pop music revolution, without major changes in their own style, which only proves that the greats stay great, no matter what. Association lovers can expect to hear such hits as **Cherish, Never My Love, Goodbye Columbus**, and of course, **Requiem for the Masses.**

Friday night, November 14, will be the biggest party that you have ever been to in your life. I can't let on to you all of what is going to happen, because that would spoil our surprises. But rest assured that when the night is over, our "Roaring 20's" will put the original honky-tonks to shame. Just a reminder here — be sure to search through Mom's and Dad's (or Grandma's!) old attic for 20's — type clothing. When we say Friday, November 14, 1920, we mean just that! There will be a Rag'Time Band for all you Charleston lovers, and plenty of beer. 8:30 — ? and e'll have a ball!

For those of you who have WeekendTicketsSaturday the 15th will be your "shine and shimmer" night. Fellas, treat your girls extra-special nice because she'll be looking her best for you! Dinner will begin at 7:30 in our Main Dining Hall (more commonly known as the Cafeteria!) The menu sounds delicious, and take it from us, it is! Music and dancing will begin at 9:00 p.m. Sounds will be provided by Carl Dengler. Semi-formal dress is the order of the day.

Then finish the Weekend off right! Come to Powder Mill Park on Sunday, the 16th. Bring your friends, your food, and your beer. Zeta Sigma Chi will provide the entertainment when they play SKID in the almightiest football game of the season. The games (there will be two of them) will begin at 1:00 p.m. There will be two bands, and the center of the activity is the North and South Lodges. The party festivities end at 11 p.m. because the park closes. (What happens after that will be up to you!!!)

So, don't forget — **the** place to be this weekend is right here at MCC for **Changes 1969**, proudly presented to you by the MCC Student Association under the direction of Mark Bowllan, Don't be left out this year!

THE ASSOCIATION

BACK TALK

COLLEGE HOURS

To The Editor:

As President of the Freshman Senate and representative of my class, I feel it my duty to answer and fulfill the needs of my fellow classmates. For this reason, I am submitting a request to have the present system of college hours changed to a possible five and to have their purpose recognized.

It seems that the administration is overlooking the main purpose of college hours. The present system of college hours; Monday at 12:00, Tuesday at 4:00, Thursday at 12:00 and Friday at 1:00, is not sufficient to meet the needs of the students. Not only are four college hours insufficient, but when tests are scheduled, and classes or labs are being held during this time, their purpose is being totally defeated.

If I may be so presumptuous, here are some questions that I would like answered before we have a retrogressive system of three college hours, which the administration was considering, or the present inadequate system of four college hours.

1. When can the student have the time for a period of relaxation?
2. When can the student socialize and meet new people as anticipated as part of college life?
3. If an afternoon test is scheduled, when can the student study for this test between classes?
4. When can the student eat lunch?
5. When can the student attend Cultural events, clubs, organization, and intermural activities?

Barb Sanfilipo
Freshman Senate, President

becoming [illegible] but [illegible]

To the Editor:

I address this letter to you and to the students of Monroe Community College. Today, I was a part, I regret to say, of one of the worst exhibitions of childishness that I have ever witnessed from a supposedly "mature" young college student.

As several of my friends and I were sitting in the Brick Lounge this afternoon drinking cokes, a Mr. Richard Preston approached us and demanded to see the I.D. of one of us, of course the only girl in the group. When asked why he wished to see her I.D., he smugly motioned to our two half-full coke cans sitting next to us and said, "You were littering." At first we were quite taken back, but I finally spoke up and asked him why we were littering? We were all sitting there, and our cans, from which we were still drinking, were right next to us.

His answer was on of the most absurd and assenine remarks that I have ever heard. He said that he heard us say that we were going to leave, and that when we left our coke cans there, we would be littering! Mr. Preston was right on one count: we were discussing where to go to get something to eat. However, that is none of his God-damned business. I asked Mr. Preston if it was considered littering if you sat talking and set your can down next to you? His reply? Yes!

Mr. Preston informed the girl that she would receive a summons in her mail folder to appear in Student Court. If she really will, remains to be seen. However this ridiculous act has provoked me to such a point that I felt it my duty to inform the other students of this occurence. If she does go to court and is "convicted" of this "crime?", it will make a mockery out of everything that this Student Court stands for. The basic idea of punishing willing litterers is an excellent one and I stand behind it 100%. However, let's please get some responsible people to carry out these rules.

This letter has extended far longer than I had originally planned, so I will close. However, I wish to invite Mr. Preston to reply to my letter. That's called the democratic way, Mr. Preston.

Ronald P. Kruger

Ed. — How about it Preston, any reply?

THE BAND

To the Editor:

I read with interest the article, Confrontations, in the September 25th issue of the M-D.

I am a sophomore at MCC who transferred here from Eastern Michigan University. I am a member of the Band here at MCC [illegible] why I'm writing. Probably many students didn't even know that we had one.

When I first entered the band room for my first class, Thursday morning at 8, I was surprised at the few number of people in the group with a school population of over 5,000. The band is in bad shape: We have absolutely no flutes and are lacking in low brass. I feel that not enough people know about the band.

Band meets every Monday and Thursday 8:00 to 10:00, but if anyone has only one hour during that time free, he can come for just that hour. There are ensembles that meet during the College hours. Among these are the dance band and a brass ensemble. We need flutes before we can start a woodwind ensemble.

It's probably too late to sign up for the one hour credit that members of the band receive; but if someone signs up now, they can receive the credit next semester. It's a fine credit, too.

The head of the band and the Music Department is Mr. Charles Morrey. He is a drummer in a popular dance band that has played at the Top of the Plaza and Crescent Beach among others. Mr. Morrey has lined up the head of the Army Band to conduct a concert in December. If anyone is interested, especially flute players, they may join by going to see Mr. Morrey is Building 4.

I hope to get some responce to this plea for musicians.

Thank you,
Ginene Goodridge

A READER WRITES

To the Editor:

I am writing in regard to the Monroe Doctrine of October 16, 1969, with particular reference to the article Phys Ed. Fun.

In this article our Soph. Senate President wrote about a certain phys. ed. teacher, a Mister David Chamberlin. Mr. Congdon feels he should be allowed to dress for gym the way he is most comfortable. As long as he wishes to remain a student at MCC, he must follow the rules, and this includes dress for gym. He talks about Mr. Chamberlin having almighty power, I ask Mr. Congdon how long he has been able to walk on water?

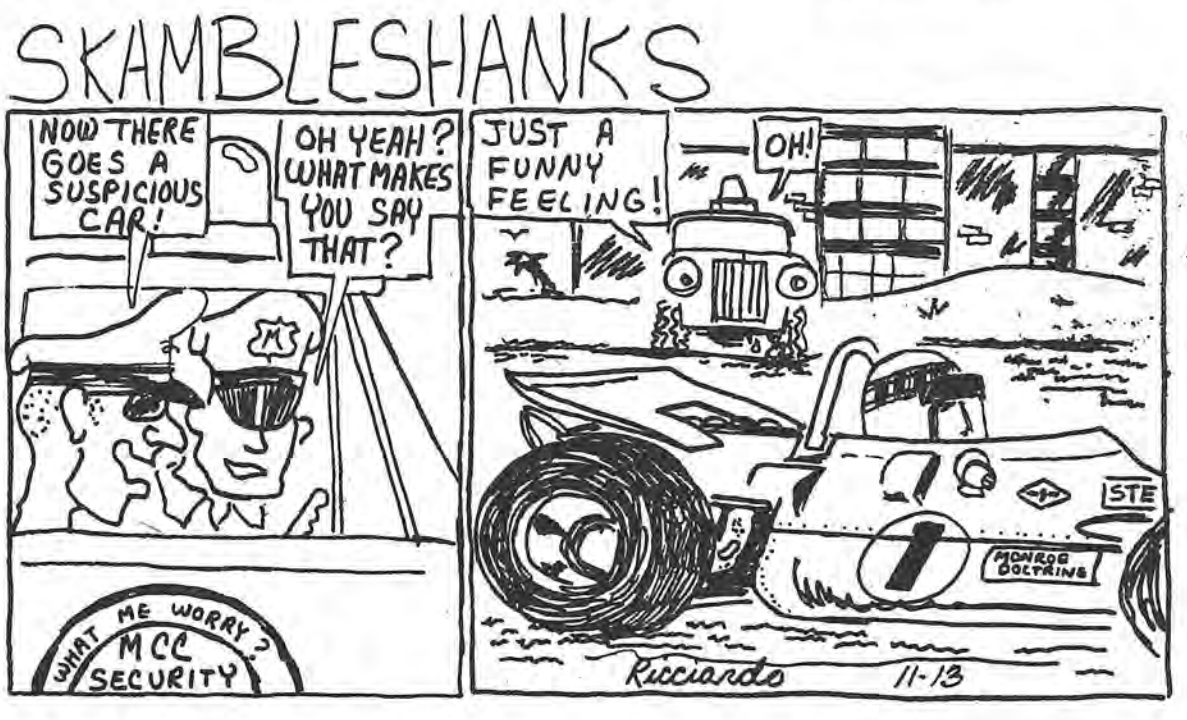
Mr. Congdon and the staff of the M-D say that they don't receive respect from anyone. All I can say is that a person of his position should dress and act like a man deserving of the title president of the Senate.

I would also like to mention the paper and staff. The language in this school paper is atrocious, if anyone on the staff had one ounce of writing skill they wouldn't have to revert to little kids stuff.

I would also like to clear up one more thing. I believe it was a member of the M-D staff that wrote an article about the security and showed a picture of a motor bike parked on a side walk, with a jeep right behind it. This gentlemen was complaining about a ticket he got, just because he was parked illegally; that's really too bad. Lastly he should learn the difference between a maintenance jeep and a security jeep before making insinuations.

Thank you for listening,
Robert Van Winkle

Ed. — You have your facts a little confused. No mention was made of any jeep; I can't recall ever having seen your name in any literary magazine or this newspaper, to contribute an article. You seem to get some warped pleasure out of sitting back and criticizing. The day you come to the M-D to join and "improve" the staff is a day that will never come, by the way Scott Lindsay wants to know if you're any relation to Rip?



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Member

The opinions expressed in this newspaper are not necessarily those of the Administration, Student Body, or Faculty. All letters to the Editor must be signed, but name will be withheld upon request.

STRANGE SENATE

Steve Strange has quit the Sophomore Senate. He's been disillusioned by the hypocrasies of student politics. He talks about "the fake smiles, the worthless gossip. . ."

It's unfortunate that MCC has to suffer the loss of this man. A man fearing no one. This was undoubtedly a difficult decision to make. Strange isn't making a grandstand play because he has stated that he's quite sincere and realizes that his choice is inevocable.

Students politics are ridiculous. They're a travesty. Recently, new Sophomore Senators were "chosen" to replace senators that had dropped out of school. The M-D was unaware that replacements were even being considered. Senators were then chosen by the other senators. This doesn't seem quite equitable. Either the seats should have been left vacant or more publicity should have been afforded to the entire sophomore class. Obviously, this is all past history now and nothing can be done to rectify this.

Strange was a friend to the common student. He's lost forever. He cared about the little tricks that are pulled behind the students' backs. As far as the rest of the Sophomore Senate goes, perhaps they can do the job that Strange wanted to do, but this seems dubious. Strange's recent proposals about disbanding the Senate and Executive Board were shelved for "further discussion" by the Senate.

Whether students politics will ever amount to anything remains to be seen. A former member of the Executive Board labelled it merely a social board which sponsors the big weekends at school. This year's Executive Board is working on several projects, but the red tape and final approval of any radical move lies with the Administration.

What can be done about all this? Ask Pat Madama. He has set up a "Question Box" especially for this.

THE BIG WEEKEND

This weekend is full of activity on all fronts. The Student Association, through the efforts of Mark Bowllan, the Publicity Board, and interested students, have offered what looks to be a fine Fall Weekend, aptly named "Changes".

The Vietnam Moratorium enters its second month and the Moratorium Committee at MCC, headed by Pate Pies, is presenting a comprehensive program to stop "business as usual." No formal boycot of classes has been announced but, the Committee is offering a continuous happening experience. The individual's conscience has to prevail in his acceptance or rejection of this peaceful protest.

With so many things happening the only remark the M-D has to present is this: it's good to see so many people pulling together for their common causes at MCC. We stated that "apathy was dead." It is indeed dead; students at MCC deserve hearty congratulations for their interest and participation.

What's Happening

Thurs. (13) "Association" in concert.
Fri. (14) Roaring 20's party.
Sat. (15) Dinner Dance.
Sun. (16) Cabin Party (Powder Mill).
Mon. (17) Student Exec. Board Meeting, 12:00—Conference Rm.
Tues. (18) Blow Up, rm. 9-100—1:00-3:00.
Miguel Rubio, rm. 9-100, 8:15 p.m.
Wed. (19) Loneliness of the Long Distance Runner, rm. 9-100—8:00 p.m.

the stickey view . . .

Hell Night

By R. S. Marks

Frozen words. Backed commands. A solitary row of confused pledges with white pillowcases shuting off their vision set the opening scene for an unusual and sadistic drama that I cast myself into one rainy Saturday night.

"Who are you pledge? Run around the parking lot pledge . . . NOW c'mon don't stand still!! Do twenty push ups NOW. Hey pledge move out run, stop, . . . take off your hood. Put on your hood . . ."

Trying to imitate drill instructors, the brothers put us through a series of exercises increasing in severity depending upon how much they thought of you.

Then, holding on to each other, we were led blind-folded into the brothers cars and after many shin-bangings were on our way to the "main ordeal" of Hell Night.

Sitting in the car with pillow cases over our heads the thoughts rushed awkwardly by. "What is our destination, what will happen, who's in this car with me, what do people think as this strange convoy of hooded captives rolls past them through the rainy-misty night?

After a period of about half an hour our car lurched to a stop. Still hooded and sightless, we were herded into three rough lines of ten people each and were told to remove our hoods. We found ourselves in a gravel parking area of what everyone assumed to be Mendon Ponds Park.

Then as if in a scene from a World War II prison of war movie, several brothers slid up and down our lines and asked us to place our valuables in a sack for safe keeping. Any clothes that we wished to keep were also turned over. I surrendered my wallet, car keys, and my old heavy jacket reluctantly and with the promise of their safe return at the end of the evening. This promise was kept.

Then, in groups of three, we were told to follow a course through the woods marked by spots of red paint on the trees, stopping at various "stations" to let the brothers do their "work."

After an eternity of dread and waiting (I was to be in the last group) our three set off down the path, into the woods and the humiliating mess that was to be our fate that night . . .

I can't recall exactly how long our ordeal in the woods lasted, but when it was over I was left with a feeling quite distant from the brotherhood that was invisably bestowed on me upon its conclusion. In a few days the anger would wear off but the scar would remain. I was angry also at myself because it seemed that everyone else was happy about what had happened and no matter how hard I tried, I could see no cause for joy.

And so I stood in that field, covered inside and out with molasses, salt, shoe polish, motor oil, manure, and other things and asked myself. "Why?"

And I silently watched, without an answer, thirty former pledges congratulate themselves . . .

Rathbun

THAT GIRL

Moogie Zicari. has been a Rochesterian for 19 years and a Sophomore here at MCC in Liberal Arts. She is also involved in Student Government, she's the Recording Secretary and a member of Theta Kappa Chi Fraternity.

Moogie Zicari

Lincoln Zephyr

By John La Bella

Lincoln Zephyr, a local rock group, brought down an audience of MCC students with their heavy sounds.

The group, composed of lead, drums, and piano-organ, projected along with The Middle Earth Light Show, on Friday, November 7, college hour. Lincoln Zephyr, an acidy group, overwhelmed a crowd of standing room only, with original songs composed by the group "Sylvia", an original number, was hard and piercing, and rocked 9-100 to no end.

The group, composed of fine musicians, came on strong, but at first overpowered their voices. When this fault was corrected, the sound was unbeatable. The "Les Paul" Gibson, played extraordinarily, shimmered over the audience, and with the aid of a throbbing background, supplied by bass, drums, and organ, the group carried over well.

The harmony was together and had a touch of "Cream" added to it, to make it a spicy sound.

The light show by Middle Earth was a special in itself. The technicians, all of whom are MCC students, are truly advanced in their work. Jim Rose, the leader of the light show, is deeply involved in what he is doing. He and his colleagues combine liquids and weird designs to startle the imagination and to arrouse, and strike the inner-mind. A strobe light, and variety of colors were used, along with flashing and expanding lights.

Lincoln Zephyr wails as Middle Earth Light Show turns in 9-100.

At the end of their performance, Lincoln Zephyr ended with an original called "Help Me". It is a number in which each member solos.

At the end of each individual solo, that musician would walk off stage, leaving the other members to carry the sound.

The audience in general liked the sounds and grooved along with the music.

SCOTT'S SPOT

By Scott Lindsay

DROPLETS: Why not set a time in the afternoon when all parking spaces are "open territory" to students and faculty? It seems ridiculous to spot two dozen vacant yellow spaces at 4:00 in the afternoon and have to park three lots further away . . . Our concave sidewalks will again serve as water holes for local cattle as the snow-and-melting season begins . . . It's not that I mind the ceiling of the Monroe Doctrine office leaking, it's just that the men's room is directly above.

3,879 MCC students attended basketball games last year. Unfortunately, 3,870 of them went to their old high school's games instead of MCC's . . . Before you criticize the Monroe Doctrine remember, we're breaking the Gannett newspaper's monopoly in town . . . Samuel Poppick was re-elected but we will still have college next semester.

One nice thing about hippies . . . they die within 50-75 years . . . For our friendly dean: The Kat is an animal. Go to town, dean, boy! . . . Now I like security guards as much as anyone does, and believe they should mingle more with students, but when they start pledging for fraternities . . . in the snack bar this week. Then call if "The best of 1966" . . . . The non-smokers club met Monday. We both had a good time . . . Note to recreation students: "Nude tag" should not be in your card catalogues . . . Dental hygiene students are praying for a decadent society.

SPOTLIGHT

By Linda Damiani

I am thinking of starting a new club on Campus. In fact, I am thinking of starting two new ones. The first is Thieves Anonymous. The second is Victims United.

The requirements for membership in the first, are quite simple. You do not have to give your name or your student ID number. All you have to do is be among that select group of people who revel in the sport of stealing books, and in particular, girls' purses.

As for the second, you must be a victim of one of the above.

Maybe those of you who are reading this article think I am joking, but believe me, I am not. There are those among us (myself included) who have been the prey of someone who thinks it is more convenient to steal his (or her) books, rather than buying them. Reported missing so far have been Geology books, Psych books, Calculus books, and so forth. These books have yet to turn up at the Lost and Found.

Last Friday, a purse containing a considerable sum of money was stolen, right under the nose of five people. Of course. it was found, but completely empty. All I can say is that whoever this person is, (1) he is no material for college, and (2) if he can't work to earn his money, then maybe he should be in the Army, or in jail.

Now that these items have been stolen, there is nothing that can be done about it. What is lost is lost. The school cannot and will not replace stolen items. If they did, it can be assurred that the bill would run in the thousands per annum. What remains to be done is left to the rest of the students.

It is truly a shame that decency and honesty has forsaken this school, but since it has, we students must learn that nothing is safe, and the only way to prevent theft is to keep everything with you at all times.

I almost pity you students who leave your coats in the coat rooms. I only hope that you continue to find them still there when you leave at night.

As for you (whoever you are), who is doing all of this stealing, God help you. You won't always be so lucky.

PHOTO SHOW

Sponsored by the
MONROE DOCTRINE
DEC. 10
Submit Entries in
Publications Office

GLASS ONION

By Brian Rathbun

This week I would simply like to call something of possible interest to your attention. On December 10, as a part of the **Cabbages & King's** "Happening", the Monroe Doctrine will sponsor a photography exhibit. This exhibit is open to any MCC student. There is no entry fee, and there are absolutely no requirements for entering. As far as I can see, there is no reason why anyone should be afraid to enter this show. If you dig photography and you have some photos that you like, then bring them in. Whether you have a Nikon or a Pinhole camera doesn't mean a damn thing. What does have meaning is the fact that you have made something that is artistic.

I'd like this to be a great show. And this show belongs to you students. It is for this reason that there will be no professional photos in this exhibit. So, it's up to you. "Photographer" or not, make MCC's first exhibit of photography one to be remembered. All interested students please contact me or Al Ricciardo in the Monroe Doctrine office or by mail folder.

QUICKIE QUIZ

By Scott Lindsay

Here is a handy little test for the geology department:

1. Quatz is
A. A crystal.
B. A mineral.
C. A rock.
D. A misspelling of the word for more than three pints.
E. What President Nixon's desk top is make of.
F. Hard to come by in Indonesia.
G. An ancient Hindu cult.
H. Harder than moon rock.
I. A, B, C, and F of the above.
J. C, E. H, and I of the above.
K. All of the above.
L. None of the above.
M. Only A and B of above.
N. A Mexican conqueror.
O. Sometimes some of the above, but not from July 22 to June 28.
P. Number 8 of your rock kits.

2. The most dominant characteristic of rocks in Snyder Falls, Mississippi is that
A. They are hard compared to water.
B. They comply with the laws of gravity.

3. There are 48 more questions on this test. You have 50 minutes to answer them. Last test's average was 3%, but we may curve the final marks.

ART EXHIBIT

Rochester Savings Bank (at the corner of Franklin and North Streets) is presently exhibiting sixteen art works of Professor John Thomason, including paintings, egg tempera, oils and drawings.

During November the feature Art Exhibit at Auburn Community College is a collection of this versatile and creative faculty member's works. Professor Thomason is a member of the Rochester Art Club, Genesee Group and Rochester Print Club.

Displaced Persons Zone

By Michael S. Ricciardo

Practically every day, as I walk through the front doors of these "Hallowed Halls", I am greeted by the faces of a select group of lost souls guarding the front doors while sitting on the wooden benches. As I proceed to the double doors and thru, I see, again, the faces of the not-to-busy student whiling away his time in the Brick Lounge. Some are joking away the time with friends. Others are watching with a faint smile crossing their lips every now and then. Others just sit. And still others sleep.

There are many possibilities as to how to resolve the boredom of the average, run-of-the-mill student. I'd like to offer two possibilities to the administration and student as to how this can be accomplished. All are in the realm of reality.

To start off with, the students need a place to go when not in class. Sure there is the Snack Bar, the Cafeteria, the Mezanine, the billiard room, the game room, and the library. But, the Snack Bar is over run with fraternities and sororities with no place to sit. The cafeteria is too expensive. The Mezinine is a dump. The billiard room has a waiting list 9 miles long. And the library is full of people sleeping. This is a suggestion for the administration.

Secondly, there needs to be a little more "friendly" in the school. I recently walked along by the mail-folders and said "Hi" to every one I saw. Most of the girls I said "Hi" and thought I was trying to put the make on them. The boys, for the most part, gave no notice to my being, and walked on by.

If there was a little more openness in this school, I think it would be a little more bearable to go here.

The third possibility that we definately need is, this is the most important one of all, that only the students can bring here. The one thing that will make the other two possibilities become a reality. What we need here is, Spirit, what is MCC to the vast majority of students but a stepping off point to Brockport or where ever else you want to go. Not that I don't want to go anywhere else, but we need to come to face facts. MCC is a school too not just a hold over point to get the girls married, and to keep the boys out of the draft. The ones that call the school a glamorized high school are the ones that need to be either won over or thrown out. Maybe then this school would be worth-while.

Moratorium

Express your opinions on the draft during the week of November 17-21.

Students of MCC will be able to write letters to their congressmen, sentators the President and others at tables set up by the mailfolders from 12-1 everyday of the week. Stamps envelopes and stationary will be provided free. Contributions will be accepted to cover expenses incurred by the Committee on Dealing with the Draft, a non-profit group of concerned students. If you haven't crystallized your ideas, yet, sample letters will be available to help you formulate them. Here is something concrete to do with your enthusiasm generated by the Moratorium.

Ecumenism at Monroe

By Father Donnelly

One of the most hopeful signs of our day in the world of religion is the spirit of cooperation that seems to be breaking down the division of churches. It is good to note that same spirit growing here at Monroe. The Campus Christian Association and the Newman Community have joined to sponsor a very successful Thursday Seminar series in 6-301. About 50 students have been gathering to discuss the role of human sexuality. Another interesting sign is the fact that the Catholic Students have been offered the use of the Emanual United Church of Christ for their daily celebration of the Eucharist. We have every reason to hope that these two groups will have much to offer the student body as time goes on. Be sure to watch the Doctrine for further details.

SUPPORT THE MORATORIUM

ART 101

YOU LOOK READY TO MEET YOUR MAKER. WHAT'S WRONG?
TALK ABOUT RUFF TEST! 200 MULTIPLE CHOICE QUESTIONS & 1500 WORD COMPOSITION I'M STILL IN A DAZE!
NO KIDDIN! WHAT WAS IT? BIOLOGY? CHEMISTRY? AUDIO VISUAL TECHNOLOGY?
MAN, I SHOD IT WAS RUFF NOTHIN THAT EASY!
WHAT COULD BE HARDER?
ART, MAN, ART
FAR OUT
100

Miguel Rubio will perform on classical guitar on November 18 at 8:30 P.M. in 9-100. Tickets will be sold at the door to non-MCC students.

Guitarist From Spain At MCC

Miguel Rubio, a distinugished young classical guitarist from Madrid, Spain, will present an evening of classical guitar, Tuesday, November 18, at 8:30 p.m. In the Technology Building, room 9-100. Sr. Rubio's appearance is sponsored by the Cultural Events Committee.

Sr. Rubio studied under Daniel Fortea, a pupil of Francisco Tarrega who is considered the father of modern classical guitar playing. He continued his studies with R. Sainz de la Maza at the Royal Conservatory in Madrid, and later studied with Andres Segovia for five summers.

He has given recitals in Spain, France, Italy, Germany, Switzerland, Portugal, England and the United States. He's professor of guitar at the conservatories of Bern and Lausanne in Switzerland.

Monroe Community College students, faculty and staff with I.D. cards will be admitted to the concert free. Others may purchase $2.00 adults and $1.00 student tickets at the door.

Picasso On Campus

An exhibition of original prints from the Albright-Knox Art gallery in Buffalo is currently on view in the Monroe Community College Library Gallery, Room 315 through November 28.

Included are works by major contenmporary artists including: Pablo Picasso, Robert Rauschenberg, Jean Dubuffet, Jim Dine, Jasper Johns and Robert Motherwell.

Gallery hours are:

Sunday	2:00 - 5:00
Tuesday	1:00 - 4:00
Wednesday	1:00 - 4:00, 7:00 - 9:00
Thursday	1:00 - 4:00

Report From S.A. President

— Patrick S. Madama, President Student Ass'n

Student Government is a most vital part of every college. Student officials are elected to positions to serve you, but without **continued** support by those who elect these representatives the government is likely to fail or be unsatisfactory to those who it serves. So that our government can work to it's fullest extent I would like to describe it for you.

The Student Association of Monroe Community College consists of every full time day student. From this enrollment of students two representative boards are elected — the Student Senate, consisting of ten members from each class, and the Executive Board which is the governing body of the Student Association.

The Senate, which meets every Friday at the 1:00 P.M. College Hour in the Conference Room located in the Student Activities Office, is the legislative unit of the Student Association. It serves as the medium through which all students may present ideas and suggestions to be evaluated for the improvement of the whole student body. All Senate meetings are open to student participation, and you are urged to attend any Friday meeting.

Once your suggestions have met the approval of the Senate action will be forwarded to the Executive Board. The Board consists of seven members who hold the offices of President, Vice President, Corresponding Secretary, Recording Secretary, Co-ordinator, Treasurer, and Chief Justice. Working under the Chief Justice are four student Judges, an enforcement agency and a Student Attorney. Also working with the Board and the Senate is an appointed Parliamentarian. The four major functions of the Executive Board are:

1. Consult with and make recommendations to the College administration on matters affecting student welfare.
2. Handle student activities funds and allocate the use of these funds in the best interest of the student body.
3. Charter all student clubs and organizations, co-ordinate their activities, and allocate funds to them.
4. Supervise and promote high standards of personal conduct among the student body.

The Executive Board meets each Monday at 12:00 Noon, College Hour in the Conference Room. It's meetings are also open, however an agenda is followed. If you wish to be placed on the agenda please contact me personally or by mailfolder.

If you have any questions relating to Student Government or to student welfare I will be happy to answer them. My office is located in the Student Center in the hallway leading to the library and the cafeteria, it's room 115. Either stop in some time, or leave your questions in the Question Box at the Student Activities Desk.

Evening Students

"1st Annual Fall Dance"

Friday, Nov. 28, 1969

9:00 p.m. - 2 p.m.

Carl Dengler's Orchestra

$1.25 person
$2.00 couple

Open Bar

Sheridan Inn

(across from Airport)

THE STRAWBERRY STATEMENT: NOTES OF A COLLEGE REVOLUTIONARY

by JAMES SIMON KUNEN published by Random House

By Gary Reynolds

"I, for one, strongly support trees (and, in the larger sense, forests), flowers, mountains and valleys, the ocean, wiliness (when used for good), good, little children, people, tremendous recordsetting snowstorms, hurricanes, swimming underwater, nice policemen, unicorns, extra-inning ball games up to twelve innings, pneumatic jackhammers (when they're not to close), the dunes at North Truro on Cape Cod, liberalized abortion laws, and Raggedy Ann dolls, among other things."

I do not like Texas, people who go to the zoo to be arty, the Defense Department, the name 'Defense Department,' the fly buzzing around me as I write this, protective tariffs, little snowstorms that turn to slush, the short days of winter, extra inning ball games over twelve innings, calling people consumers, pneumatic jackhammers immediately next to the window, and G.I. dolls. Also racism, poverty, and war. The latter three I'm trying to do something about."

The above is from a book written by a human being. A young and sensitive human being who happens to go to Columbia, and wrote what a young and sensitive human being did and felt, during and after, a rather serious disruption at Columbia University.

Mr. Kunen records the events at Columbia in a uniquely human manner. Anyone in the middle of a campus revolution, actively committed to his ideals, amidst the chaos, mace, and siren, and still has time to ponder whether Lenin was as concerned about the bust size of his female revolutionary cohorts as he was, well . . . as stated earlier, the book was written by a human being.

Only the first twenty-odd pages are concerned directly with the events at Columbia. The remainder of the book deals with the many reasons why a very intelligent, sensitive young college student is not entirely satisfied with the current American society. Mr. Kunen does not give any solutions to the many things in America that anger, frustrate and depress him. But he does succeed in explaining very clearly why he is a college revolutionary.

Those who wear long hair will emphize with Mr. Kunen when his parents question him about the length of his sideburns or rather when he was going to cut them. His reply, "I haven't decided whether I want to emulate Martin Van Buren or Abraham Lincoln.", enlighten the short-haired reader as to what some long hair is all about.

The book is short, easy, and at times amusing. For those who are not entirely satisfied with the current state of American social progress, and for those who are, the devastating insights of this particular college revolutionary should be anything but dull.

"If a country has to draft men to defend it, then there is nothing to defend. If there is something to defend, but a draft is still necessary, then the nation's defense is not in question."

Or . . . "It's God-day today. Everybody makes the worship scene for an hour and comes out feeling good. That's the trouble. They should come out feeling like doing good, but instead they feel good already without doing anything."

Or . . . "Isn't singular that no one ever goes to jail for waging wars, let alone advocating them? But the jails are filled with those who want peace. Not to kill is to be a criminal. They put you right into jail if all you do is ask them to leave you alone. Exercising the right to live is a violation of law. It strikes me as quite singular."

Mr. Kunen has something to say. We encourage you to read his book. We strongly encourage Spiro Agnew to read it.

Jimmy Page brings down the house in Suracuse.

Led Zepplin

By John La Bella

From the time the electrifying Led Zepplin stepped on stage, at the Syracuse War Memorial, until they left the auditorium, a state of hysteria and overwhelming excitement overcame the audience.

Over 6,000 people appeared, on Saturday Nov. 1st, to view the freaked-out foursome. When "Zepplin" came upon the stage the spectators rose to their feet, and gave the group a loud, chaotic, round of applause after about three minutes, while the crowd was still applauding, "Zepplin" went into a medly of songs beginning with a short version of "Good Times, Bad Times", one of their more popular hits. Again the frightening crowd rumbled to its feet, and this round, as applause hurled over every ear in the city of Syracuse, the floor, walls, and building trembled.

In the course of the performance, the crowd rose time and time again, celebrating the "expedient" and "legato" guitar work of lead guitarist, Jimmy Page. Page, acclaimed as one of the world's fastest blues artists, launched the group, along with singer Robert Plant, to fame and fortune. Page truly proved what critics acclaim. Every note pierced soul and punctured the ear drum. Shimmering notes simultaneously conquered each ear drum and each heart. The most dramatic part of Page's performance appeared when Jimmy dragged a violin bow across his guitar strings. Incrediable, a unique, imaginative sound.

In their performance, bass guitarist John Paul Jones and drummer John Borham, set the foundation and background, while Page and Plant unwind and weave an incredable picture through the use of "feeling guitar and an unbelievable raging voice.

At the end of the performance the crowd refused to let Led Zepplin depart. During two encores, devised of the usual "more-more" chant, part of the crowd attempted to force their way onto the stage. The other part of the audience rushed to the front of the stage and remained there, resisting police protests and action to move them, until the "Zepplin" left. People were all over! They appeared: in the aisles, standing on chairs, being pushed off stage (in an attempt to touch Bob Plant, or Jimmy Page), some too freaked-out to even sit, tumbled to the floor still grooving to the heavy sounds.

After the second and final encore, a young man came on stage and nicely asked the people to leave. Finally the audience did so, baracading all enterences in an attempt to get another glimpse of the group.

Some of the remarks I head on the way out were, Unbelievable! Great! Fantastic! Freeky! Loud! Heavy!

If you've never heard Led Zepplin live, buy their Lp's. If you get the chance to dig 'em live, do it! The Zepplin "is" great! You won't regret it.

Mobile Mystery

By John LaBella

Have you ever seen a huge bus-like vehicle parked in the MCC parking lot? Many students have gazed at in amazement, and this article is to let you, the curious students in on what's going on.

The bus-like vehicle, first of all, is a Dodge Mobile Home owned by Mr. George Wilbun. Mr. Wilbun is an employee of the R.T. French Company. Last year when the branch of this company, in Buffalo, where Mr. Wilbun resides, transferred him to Rochester, the Wilbun family had to make a decision, whether to move to Rochester or to commute daily via Buffalo. For about six months, Mr. Wilbun, his wife and his son Dave, commutted daily from Buffalo. Mrs. Wilbun and Dave were taking counses at MCC Mrs. Wilbun graduated from MCC last year, and this year Dave is a 3rd semester sophomore.

Mr. Wilbun and Dave are still commuting, but weekly. The two reside in the mobile home during the week and return to Buffalo on the weekends. The Wilbun family decided that buying the mobile home was more economical than buying a house, or renting an apartment, in Rochester.

Dave Wilbun who works part-time in the MCC bookstore can leave the building and go to his vehicle to sleep or to study. The vehicle contains enough water and prophane gas to run the mobile home for a week. The Wilbuns spend approximately $10 a week on gas, and supplies such as water, prophane gas, and the thruway tolls to and from Buffalo.

Although the bus is in the parking lot a large part of the day, it has to be taken out over night. Mr. Wilbun parks his vehicle at friends gas station over night, and has free access of electricity there. The Wilbuns tried to obtain permission to leave the mobile home in the MCC lot over night but permission was denied. The reason given for this is that if they could do it many others would want to do it too.

Although the mobile home has such luxury devices as stereo tape, wall to wall carpeting, air conditioning, running water, refrigerator, and a stove, it also has its inconveniences. Because the bus has been idle throughout the day, after school the interior is usually cold. To keep the generator running all day would be quite expensive. Inside of the Mobile home, space is scance, and comfort limited to a small area.

It may be a crazy way to live but don't try to convince the Wilbuns of that. They take great pride in their home, and would defend it strongly.

Cut-Back in College Hours?

By Lynda Damiani

As everyone knows, MCC now has four College Hours per week. Of those four, one is almost useless — Tuesday at 4:00 p.m. Not only is that the time of the Grand Exodus from MCC, but it is also prime work time for those of us with jobs.

Monday (12), Thursday (12), and Friday (1) are jammed with meetings of almost every club and organization at MCC, not only for students, but for faculty also. I am sure that there are many of us who cannot patticipate in some activities because their meetings conflict, or many more of us who find outselves having two, three, or more meetings to attend on the same day at the same time!

For these reasons, Student Mobilization in Areas of Concern (SMAC) submitted a proposal for five College Hours per week. This involved a great deal of work, including the drawing up of phase and lab schedules. This proposal was presented to the Executive Board who voted their full support. It was then presented to Dr. Good, Dean Smith, Dean Blommerly, and the new head of Registration, Mr. Tieppo.

I, and Pat Madama, met with these gentlemen, except Dr. Good, for over an hour presenting our side of the story. We were listening to, our ideas were picked apart, and then promises to investigate the matter were made on the part of the Administration.

After three excruciating weeks of waiting, questioning, prodding, etc., official word came down — SMAC's proposal was rejected, and consideration was being given to reducing the number of College Hours from four to three, namely by completely eliminating the Tuesday College Hour.

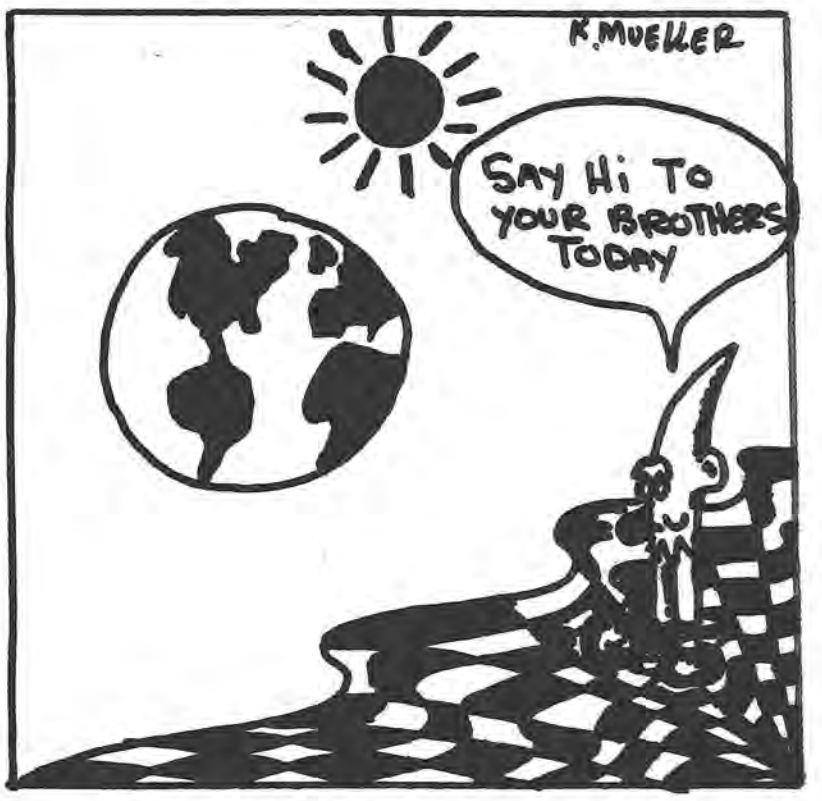
Now I put the question to you, the students. Do you feel that there should be more College Hours? Do you feel that the system as it stands now is sufficient? Or, do you feel that a cut-back in College Hours is desirable?

The issue we face is clear — do we, or do we not fight the issue? Any comments and letters on the matter would be greatly appreciated. They may be left in my mailfolder or in the Monroe Doctrine office for the Features Editor. Thank you.

Daily Mass

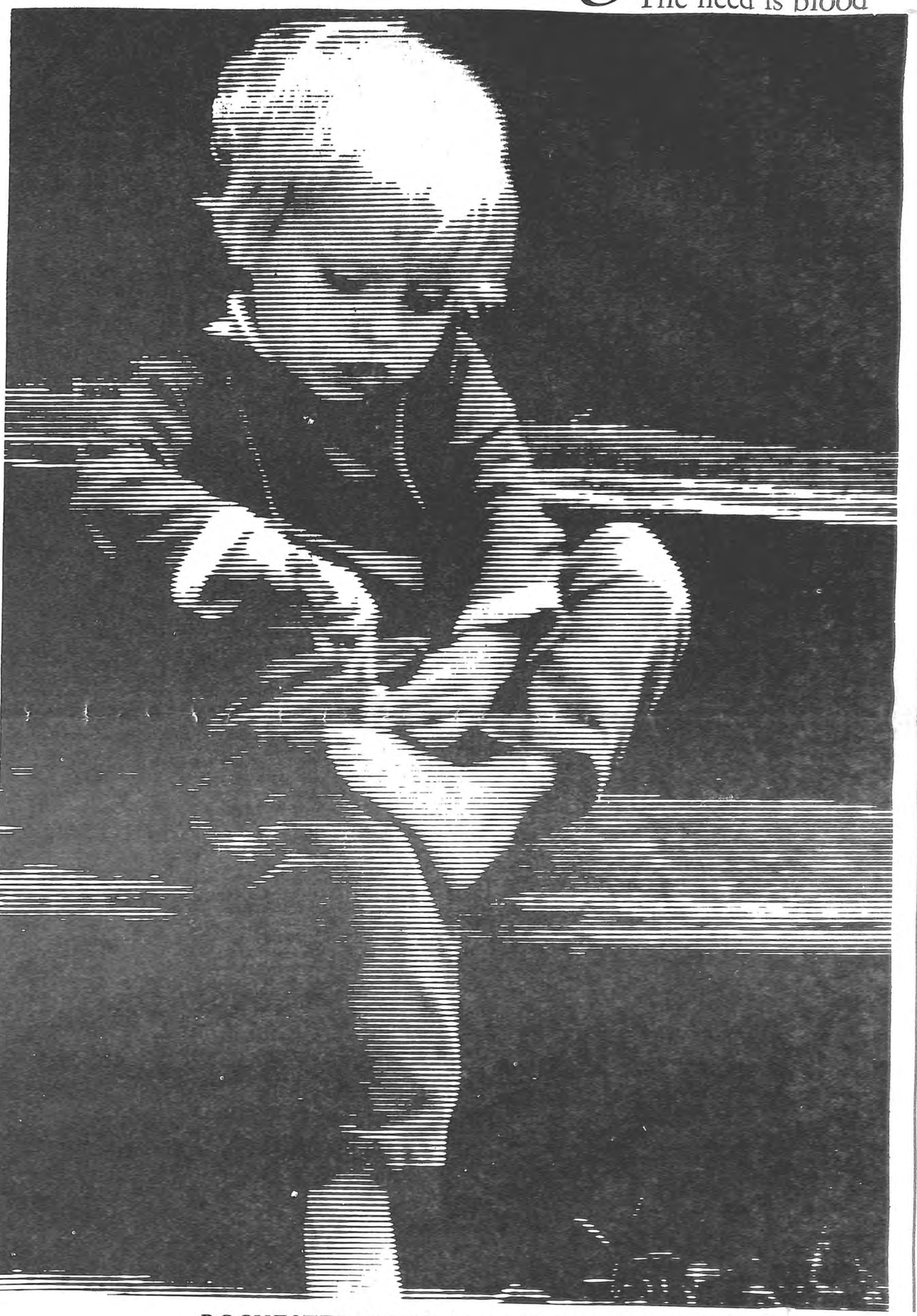
across the street in the Emanuel United Church of Christ. Check the bulletin boards for time.

Father Donnelly may be reached daily, 11:00-12:00 in room 3-140. Evenings: 381-1853.



the gift is life

The need is blood



ROCHESTER REGIONAL RED CROSS BLOOD PROGRAM

DECEMBER 1 & 2
10 A.M. to 4 P.M.
MCC GAME ROOM

BLACK HISTORY

By Irvin Miller

After many wasteful conversations with white people, I have come to the conclusion that the average white man in America is in complete ignorance of the black problem in white America. One of the most common statements that I hear from whites is that the problem with black people is (in a nut shell) that they are always rioting and destroying the whitemans' property. White people seem to think that black people have some kind of patent on riots in America. I can well understand this because somehow your lily white schools, teachers, and historians forgot to include 400 years of inhuman treatment of black people in your history books. In place of the cold, cruel, shameful truth you were taught that we (black people) were a bunch of happy-go-lucky, singing, swinging, carefree, lazy, ignorant, cotton picking, water melon eating niggers. If you don't believe this read the writing on the walls of the mens restrooms.

Now I call on the history that was left out of your school books to justify and explain the reasons for the black state of mind in white America today.

..Twenty years after Columbus reached the new world black people were dragged from their homes, packed on ships, transported 1000 of miles away from their homeland and forced to work for life without pay or rights. In 1619 the first black people were brought to the home of the brave and the land of the so called free. By 1776 some 500,000 blacks were held in slavery in the land of the free, nearly one of every six persons in this country was a slave (land of the free?).

The Colonial Period

In 1776 America drafted a document that proclaimed "All men are created equal."

The statement was an ideal, a promise. But it exclude you know who.

The conditions in which Negros lived had already led to protest. Throughout the 18th century, the danger of black revolts obsessed many white Americans. Slave plots of considerable scope were uncovered in New York in 1712 and 1741, and they resulted in bloodshed — whites and blacks were slain. Racial violence was present almost from the beginning of the American experience.

The Revolution

Blacks were at first barred from serving in the Revolutionary Army, recruiting officers having been ordered in July 1775 by George to enlist 110 "stroller, black, or vagabond." Yet blacks were already actively involved in the struggle for white independence. Crispus Attacks, a Boston black man (and a mislead fool) was perhaps the first American to die for freedom, and blacks had already fought in the battles at Lexington and Concord. They were among the first soldiers at Bunker Hill.

Fearing that blacks would enlist in the British Army, which welcomed them, and facing a manpower shortage, the Continental Army accpeted Free Blacks. Slaves joined the British, and according to an estimate by Thomas Jefferson more than 30,000 Virginia slaves (who were so call happy in slavery) ran away in 1778 alone, to enlist.

Finally Congress authorized Military service for slaves, who were to be emancipated in return for their service by the wars end. About 5,000 blacks had been in the ranks of Continental Army. (You are learning what kind of emancipation they got because that is what I am writing about.)

The Constitution and the Law

Congress was prohibited from restricting the slave trade until after 1808 and the free states were required to return run away slaves to their southern masters. Despite Congressional prohibition of the slave trade, importation from Africa continued.

The laws of bondage became even more institutionalized. Masters retained absolute authority over their blacks who were unable to leave their masters properties without written permission. Any white man, even those who owned no slaves, could challenge a run away slave and turn him over to a public official. Slaves could own no property, could enter into no contract, not even the contract of marriage, and had no right to assemble in public unless a white person was present. They had no standing in courts.

Without legal means of defense, slaves were susceptible to the premise that any white person could threaten their lives or take them with impunity.

By 1860 there were almost four million slaves in the United States living under these unjust laws.

Discrimination as Doctrine

The situation was hardly better for free black. A few achieved material success, but the vast majority knew only poverty and suffered the indignity of rejection by white society. Forbidden to settle in some areas, segregated in other, they were targets of prejudice and discrimination. In the south, they were denied freedom of movement, severely restricted in their choice of occupation, and forbidden to associate with whites or with slaves. They lived in constant danger of being enslaved — whites could challenge their freedom and an infraction of the law could put them into bondage. In both North and South, they were regularly victims of mobs. In 1829, for example, white president invaded Cincinnati's "Little Africa," killed blacks, burned their property, and ultimately drove half the black population from the city. White men refused to rent their halls for anti-slavery meetings. They harassed abolitionist leaders who sought to educate white and black children together. They attacked those involved in the movement to free the slaves. Mobs sometimes killed abolitionists and destroyed their property. The Bible was used to justify that slavery was right on Ethnic, economic, and social grounds with quoted from the scriptures.

The despair of blacks was evident. Malingering and sabotage tormented every slaveholder. The problem of runaway slaves was endemic. Some slave like Gabriel Prosser in 1800, Denmark Vesey in 1822. Nat Turner in 1831 and others — turned to violence, and the uprisings that flared demonstrated a deep protest against a demanding way of life. Blacks with material resources expressed their distress in other ways. When Frederick Douglass, the distinguished black abolitionist, addressed the citizens of our fair city of Rochester on independence, he told them.

The fourth of July is yours, not mine. You may rejoice, I must mourn. To drag a man into the grand illuminated temple of liberty, and call upon him to join you in joyous anthems were inhuman mockery and sacrilegious irony . . . Fellow citizens above your national tumultuous joy I hear the mournful wail of millions, whose chains, heavy and grievious yesterday, are today rendered more intolerable by inhibilant shouts that reach them.

Civil War and "Emancipation"

The Civil War and Emancipation renewed the blackmans faith in America, blackmen voluntered for military but good ole honest Abe Lincoln rejected them. Not until a shortage of troops plagued the Union Army late in 1862 were segergated units formed. Not until 1864 did these men receive the same pay as white soldiers. A total of 186,000 blacks served. The Emancipation Proclamation of 1863 freed few slaves at first, but had immediate significance as a symbol. Blacks could hope again for equality.

But there, at the same time, bitter rioting occurred in Cincinnati in 1862, when black and Irish hands competed for work on the riverboats. Riots also took place in New York, Newark, New Jersey, Troy, N.Y. and Buffalo N.Y. The result of combined hostility to the war and fear the blacks would take white jobs.

The most violent of the troubles took place in the New York City draft riots in July 1863, when white workers, mainly Irish burks, embarked on a three day rampage.

Desperately poor and lacking real roots in the community, they had the most to lose from the draft. they had slaved on the railroads and canals, had been herded into the most menial jobs. Their crumbling frame tenements . . . were the worst slums in the city. After destroying the provost marshals office and gutted a whole block with fire the mob spilled into the black area, where many were slain and thousands forced to flee town.

In New Orleans in 1865, blacks proceeding to an assembly hall to discuss the franchise to vote were charged by police and special troops who routed the blacks with guns, bricks, and stones, killed some at once, pursued and killed others who were trying to escape.

Federal troops restored order. But 34 blackmen and women were reported dead, 4 whites and over 200 people were injured.

General Sheridan later said: At least nine tenths of the casualties were perpetrated by the police and citizens by stabbing and smashing in the heads of many who had already been wounded or killed by policemen . . . it was not just a riot but an absolute massacre by the police . . . a murder which the mayor and police . . . perpetrated without the shadow of necessity.

Reconstruction

Reconstruction was a time of hope, the period when the 13th, 14th & 15th Amendments were adopted, giving black the vote and the promise of equality.

But campaigns of violence and intimidation accompanied these optimistic expressions of a new age, as the Ku Klux Klan and secret organizations sought to suppress the emergence into society of the new black citizens.

Major riots occurred in Memphis, Tennessee, where 46 Negroes were reported killed and 75 wounded. And in the Louisiana centers of Colfax and Coushatta, more than 100 black and white Republicans were massacred.

Opposition to black in state and local government was always open and bitter. In the press and on the platform they were described as ignorant and depraved. Critics made no distinction between Negroes who had graduated from Dartmouth and those who had graduated from the cotton fields.

Every available means was employed to drive blacks from public life.

Blacks who voted or held office were refused jobs or punished by the Ku Klux Klan. One group in Mississippi boasted of having killed 116 blacks and having thrown their bodies into the Tallahatchie River. In a single South Carolina county, six men were murdered and more than 300 whipped during the first six months of 1870.

The North

The North was no better than the South. That northern white would restore the violence was made clear in anti-black riots in New York, 1900; Springfield, Ohio, 1904;*Greensburg, Indiana, 1906; Springfield, Illinois, 1908. The latter was a three day riot, initiated by a white woman's claims of violation by a black, crowds of whites gathered around the jail demanding that the blackman be arrested and imprisoned, and lynched. When the sheriff transferred the accused and another blackman to a jail in a nearby town, rioters headed for the black community and attacked homes and businesses owned by or catering to blacks, white owners who showed handkerchiefs in their windows averted harm to their stores. One black was simmarily lynched, others were dragged from houses and streetcars and beaten. By the time National Guardsmen could reach the scene, six persons were dead, four whites and two Negroes; property damage was extensive.

Elsewhere there was violence. In East St. Louis, Illinois, a riot in July 1917 claimed the lives of 39 black and 9 white, as a result of fear by white working men that blacks advances in economic, political ans social status were threatening their own security and status. White mobs roamed the streets, beating blacks, policemen did little more than take the injured to hospitals and disarm blacks. On July 1, whites drove through the main Black neighborhood firing into homes. Negro residents armed themselves when a police car drove through, black riddled it with gunshot. The next day a blackman was shot on the main street. A new riot was underway. "The area became a bloody half mile" for three or four hours; streetcars were stopped, and blacks without regard to age or sex, were pulled off and stoned, clubbed and kicked, and mob leaders calmly shot and killed. Blacks who were lying in blood in the street, as the victims were placed in an ambulance, the crowds cheered and applauded. Other rioters set fire to black homes, and by midnight the Negro section was in flames and Negroes were fleeing the city. There were 48 dead, hundreds injured, and more than 300 buildings destroyed.

World War I

The Navy rejected black except as menials. The Marine Corps rejected them altogether. The Army forced them into separate units commanded, for the most part, by white officers. Only after enormous pressure did the Army permit blacks to train as officers in a segregated camp.

Black soldiers were mistreated at home and overseas, black combat units performed outstandingly under French commanders, who refused to heed American warning that blacks were inferior people.

Mobbed for attempting to use facilities open to white soldiers only, black soldiers returning home suffered indignities. Of the 70 black lynched during the first year after the war, a substantial number were soldiers. Some were lynched in uniform.

Postwar Violence

Reorganized in 1915, the Ku Klux Klan was flourishing again by 1919. Its program "for uniting native-born white Christians for the concerted action in the perservation of America institutions and the supremacy of the white race," was implemented by flogging, branding with acid, taring and feathering, hanging and burning. It destroyed the elemental rights of many blacks and some whites.

Violence took the form of lynching and riots, and major riots by whites against blacks took place in 1917 in eastern Pennsylvania, and Philadelphia; in 1919 in Washington, D.C., Omaha, Charleston, Longview, Texas, Chicago, and Knoxville, in 1921 in Tulsa.

The list is almost endless. I won't go into anymore detail on riots because the facts are about the same in the past whites riot* blacks die, in the present blacks riot blacks die, so you see their is no change. But wait till next . . . The future?

World War II

During World War II black learned again that fighting for their country brought them no nearer to full citizenship. Rejected at first when they tried to enlist they were later accepted into the Army but only as separate units.

The United States thus fought racism in Europe with a segregated fighting force.

In some instances at home, black soldiers were unable to secure food even though German prisoners of war were being served.

The Red Cross, with the government's approval, separated black and white blood in blood banks established for wounded servicemen — even though the blood banks were largely the work of a black physican, Charles Drew. (See the Oct. 16, 1969 copy of the Monroe Doctrine for the biography of Dr. Charles Drew.)

Vietnam — 1969

Blackview and reply you can go straight to hell baby. My war is right here in Racist America!

Conclusion

I hope this view of American History has made some of you angry and for others have enlightened you. My only regret is that I do not have time to enlighten you (white people) on the History of all of the Racist sterotype misconception about black people, so I leave you with this thought.

Before you attempt to generalize about black Americans, clean up your back yard first.

Education or Examination?

By Jean Horan

Believe it or not, student problems are even on the MCC campus. We are not students looking for trouble or to be rabbled-rousers; there are alot of other things I'd rather do than make myself unpopular with the faculty and administration. But unfortunately there are some things that can be ignored for just so long such as course patterns. reading lists, syllabuses, and above all methods of assessment. Students must demand democratic control over the congent of education. It should be remembered that the power of the staff derives not so much from any direct authority vested in them by the institution as from their possession of a particular type of knowledge — namely the knowledge necessary to do well in the exams they set and mark. This is one reason why control over content will ultimately be a crucial demand of a student movement."

We can look at our student body and find some superior students who are here instead of a university because of finances, or they need to have two basic years background after being out of school for a few years to get used to competition. Then there's the above average, below average, and poor students, the latter putting in their time for various reasons from draft evasion to social reasons. Likewise our faculty ranges in the same way from the superior instructor who may just need experience to the poor instructor who may just need a paycheck or is looking for a marriage partner. We are fortunate to have both superior students and teachers to help the others develop more fully. My formal education in college is a one time experience and I value my right, not my priveldge, to be at a college. Whereas some of our instructors view their job as a routine in getting another group of kiddies through the term and are uninterested in their work altogether. Let's get our purposes together in attaining an education.

Next we must clarify what we mean by an education. Some see it only as passing on already established facts — the drilling process of statements of facts, formulas, dates and events, issues, characteristics, symptoms, etc. — I see it as not what I can memorize per fact but how I can progress from one step to the next. Make me aware of my imagination and abilities — motivate creativeness and perhaps your students will be so astute as to surpass the instructor. Students are not ignorant by nature but if treated as such from the kindergarten on they will begin to believe it.

So if you don't compile your syllabusses facts, dates and what have you — what are you going to teach? Teach method and basics and see where they go. When they reach a level for further learning, teach more complex principles until they either reach their capacity or go beyond to create new principles. A librarian won't teach all of the knowledge in every book but she will teach the individual how to find the information. This is practiced more in the natural sciences than elsewhere but it could be taught in the humanities with a restricting of course content. Reading a chapter, listening to a lecturer read the chapter in class, and retelling the chapter back to the instructor for a test proves a little value or satisfaction. Our English department is excellent in my opinion. We have a wide variety of courses and approaches to fit the progressive or the content student. Class structure, content, reading lists, and evaluation are left up to the students in some cases. The only fault in this department is a rigid prerequisted freshman English 101 course. The need of this course is scarce since most of our students have just completed four years of English to graduate tfrom high school. The institution's purpose ranges from actual need in the defficient student to a pain in the ass for the normal student where they make it purposely hard to make you realize your in college. Learning is hard enough without the efforts of the institution failing a certain percentage.

I supose the next step is in evaluation of the student's work. You're right. I don't believe in examinations as such. If the student successfully acquires the skills he'll be able to practice them and be ready to move on to more complex ones. The best way of knowing is through human contract — knowing your students personally and what they are capable of doing. I'm not suggesting spoon feeding but a decline in the depersonalized methods we have now for a more meaningful and enjoyable situation for student and teacher alike. Our classes of some hundred to three hundred students are ridiculous for the most part unless an effective conference system is set up to supplement the lecture. We are not here to produce a quantity of degree holders but to educate as many as possible to the highest level of their capacities. Let's not spread the education so thin that no one benefits.

"Examinations may operate as a minimum incentive to construct tunnels of knowledge leading to the examination room, but this can never be substituted for a genuine interest in education or at least in one's own subject. The only incentive to work hard — aside from the odious pressures of the degree mill — are interest in one's work and a sense of public obligation that this work must take priority over private pleasures.

But to change the system requires more than the desire to change it: it requires the power to change it. Since the number of sympathetic lecturers is not yet sufficient change will primarily depend on student initiative. Yet students lack power, for power lies in the hands of the examiners.

At present the more alert defenders of the status quo are promising to look into the whole question of examinations and to introduce any reforms which seem necessary to them. We must remember that in the last analysis the bureaucrats always support every reform except the next one — real change will not come from above. It rests on the students to transform the present degree factories with their academic division of laboat power and authority into liberated centers of education."

For those of you who seem skeptical of this progressive approach may I include some words from Commissioners Allen and Nyguist of our Education Departments federally and state wise in a recent issue of **Education** magazine.

My own view is that, in one clear respect, the educational system is succeeding, for the job of education is to teach students to raise questions, not to give them answers, to give them velocity, not necessarily direction, to produce disquiet and ferment, not stability. I strongly urge teachers and adminstrators bring students into the decision-making process involving the curriculum and the extra-curriculum, school policies, teaching and instructional methods, and school governance. Student activism need only be feared by those who are tradition-bound or have lost their articles of faith in the young.

REVISED FALL 1969 BUS SCHEDULE

The Bus Company has arranged the following service to the campus, *effective immediately*. Please take note of the following fare structure.

Trips to MCC

Fare for both Main Street and *SHUTTLE* buses is 25c or Transfer when boarding—*PLUS*—10c for Suburban Zone when leaving bus at MCC. Transfers *must* be used twice when 3 buses are used to complete a trip. The transfer is shown and retained by the passenger at the first transfer point and given to operator of the SHUTTLE bus.

Trips Leaving MCC

Fare for both Main Street and *SHUTTLE* buses is 35c when boarding. Transfers may be used twice by showing and retaining transfer at first transfer point.

SUBURBAN/FARE LIMIT:
East Henrietta Road and Barge Canal
West Henrietta Road and Barge Canal

BUSES TO MCC

Leave Main & South	Leave Ft. Hill & Mt. Hope	Leave MCC
7:03 a.m.	7:15 a.m.	7:25 S a.m.
	7:35	7:45 S a.m.
	7:45	7:55 S a.m.
	8:20	8:30 S a.m.
	8:40	9:00 a.m.
9:25		10:00 a.m.
10:25		11:00 a.m.
11:25		12:00 Noon
12:25 p.m.	Arrive	1:00 a.m.
1:25	Ft. Hill & Mt. Hope	2:00 a.m.
2:25		3:00 a.m.
	3:25	3:15 S a.m.
	3:45	3:35 S a.m.
4:25		4:00
4:55		5:00 a.m.
5:55		5:20 a.m.
6:25		6:25 a.m.
7:55		7:00 a.m.
		8:30 a.m.
		10:12 a.m.

S — SHUTTLE
To Ft. Hill Terr.
To Main & Clinton
Unless Noted

November 5, 1969

New Social Services Center At MCC

By Paul Doughty

Many students have shown interest in forming a social services center here at MCC Something is finally being done and it's sure to be a huge success. This is a perfect opportunity for any student or organization willing to help retarded, handicapped, or underprivileged children and adults.

Basically, the organization will contact and set up appointments with representatives from each social service in Rochester and Monroe County. These appointments will be made known to the students. If you or your group see an interesting and worthwhile project simply sign up with the corresponding representative. The representative in turn will supply you with specifics as to the exact type of work needed.

There are literally scores of services offered — teacher aids, Al Sigl Center, Monroe Community Hospital, arts and crafts for children, convalescent hospitals for children, settlement house assignments, Baden St., and tutoring programs, just to mention a few!

This could be a perfect opportunity for students to find out what they would really be interested in concerning social work or teaching. An organization such as this has been needed at MCC for years. Now, we as students, finally have something to offer Monroe County and Rochester as a college, as well as individuals.

The first meeting will be held in the next few days. Keep your eyes peeled for flyers and posters concerning the **Volunteer Organization for Social Services** at Monroe Community College!

Yale to try New Method

The new undergraduate major on "The Study of the City" at Yale University gives the student the option of spending a year away from the campus working in an urban area.

The major, leading to a Bahcelor of Arts degree, makes Yale one of the first universities in the country offering an undergraduate major in urban studies. The academic aspect of the curriculum, unlike most other courses in urban studies, is based on the view that there is no specific discipline of Urban Studies, but rather a potential in many disciplines to focus their knowledge on the life of our cities.

"Urban studies per se is a pseudo-discipline," said Joel L. Fleishman, Associate Provost for Urban Studies and Programs and one of the designers of the new major.

"The problems of the city will be solved by focusing the proven tools of existing disciplines, not by creating an entirely new discipline."

With a structure similar to that of Yale's recently instituted Five-Year B.A. program — in which students can spend an entire year studying a foreign culture — the Study of the City major can take five years to complete. Students not electing the extra year will be required to spend at least one summer doing similar work in a major city.

The emphasis placed on the work-experience aspect of the program grows in part from favorable student response to Yale's experimental "Problems in Urban Government" courses, which require a summer in a decision-making position with a municipal or neighborhood planning agency. The summer is bracketed by spring and fall semester seminar sessions.

Students who elect the year-long internship program will be placed in jobs "both establishment and anti-establishment," according to Mr. Fleishman, "to create a range of perspectives from community-run groups to governmental agencies."

Such interns will work in the same city for the first year and will participate in a weekly seminar to explore common problems. A Yale faculty member will travel to the city chosen to conduct the course, which will carry full credit, and to consult with interns and their supervisors.

Students will be required to take five full-year courses in an existing discipline, including at least one new "core" course on the urban aspects of that discipline. Each major will also be required to take two terms in a special seminar dealing with a particular urban problem, and an introductory course in the study of the city.

For the first year, Yale students majoring in urban studies will concentrate in either economics, political science or sociology in the Division of the Social Sciences, or history in the Division of the Humanities.

The special seminars, all of which were created for the new program, will be multi-disciplinary in nature and will focus on such topics as urban housing and urban education.

Among the courses: "The City as Image, Idea and Ideal;;, an introductory view of the urban experience from the point of view of the humanities, "Policy Problems and Process of the City", an exploration of theories of urban governments, "Introduction to the Study of the City", a survey of the major schools of urbanology and the current urban situation, "Decision Making in the City," a political science "core" course, "Process of Urbanization", a ..iology "core" course, and Case studies of New York and Boston as contemporary urban centers.

Courses the Committee on Urban Studies hopes to add for the second year of the program, 1970-71, include "History of the Negro in Urban America", "Philosophical Perspectives on the Nature of Urban Existence", "Comparative Urban Architecture", "Ecological Interactions of the City and Its Environment", "Culture in the Urban Environment", and "Psychological Perspectives on Man in the City."

chances

MENU

M.C.C. GYMNASIUM
8:30 p.m.

OPEN TO PUBLIC

ROARING 20'S PARTY

Y.O.

SEMI-FORMAL

DINNER DANCE

RUSSIA AND CHINA: WAR OR "CONFLICT"?

By Lynda Damiani

Harrison Salisbury, Assistant Managing Editor of the NEW YORK TIMES, speaking here at Monroe Community College on Monday, November 3, propounded some of his ideas, and known facts concerning the confrontation now going on between the two major Communist countries, Russia and China.

Having visited Outer Mongolia several times (the last time being in the summer of 1969), Salisbury had almost terrifying facts to back his statements that Russia is planning a "lightening war" against China, and that China is preparing retaliation forces. Of course, there can not be a shadow of a doubt that even if the rest of the world were to stay out this mess, that inevitably thay (including the U.S.) would become involved either directly or indirectly. Directly through extended warfare, and indirectly through nuclear fallout, as there is little possibility that either side is planning anything but a full-scale nuclear war.

It was pointed out by Salisbury that although the State Department is expressing little concern over the situation, there is definiely cause for alarm. The Russians have sent their top nuclear arms expert to assume control of the forces in Outer Mongolia. Their forces there consist of nuclear arms troops, air force, artillary troops, and tank troops. This does not present the picture of a nation seeking the ways of peace. In addition to this, their missile sites are aimed at Peking, large industrial cities, and Chinese missile bases in the northern provinces. Peking, on the other hand, has begun to move her bases back from the Russian border, so that they have good aim too.

All of this adds up to a very serious situation Mr. Salisbury suggested that a way to peace might be to break down the economic trade bans with Red China, and possibly to establish some type of international World Food Bank, where foodstuffs could be sold to China to help feed her starving population, which is closely approaching the billion mark.

Should a war come about, Salisbury predicts a World War III, as it would be almost impossible for any country to remain neutral. He also believes that the government is doing itself serious harm by ignoring the situation.

Harrison Salisbury, an accomplished author, spoke on a topic that concerns every human being walking this Earth today. What he said put grievous thoughts into the minds of every person who sat in the audience.

Harrison Salisbury talks on Red China-Soviet conflict possibilities.

ITALIAN IMMIGRANTS AND INTEGRATION

By Peter Ferrauto

The Italian immigrants and their process of integration in the United States of America at the beginning of the 20th century.

At the beginning of the 20th century, immigration to other countries was very strong, especially among agricultural nations. At that time Italy was the country with the highest number of immigrants coming to the United States of America.

The immigration caused various reactions and difficulties within the immigrants themselves, who had to accustom themselves to the ways and the habits of the new society. Imigrants used to go through a trauma when they switched from a traditionalist and agricultural society into a more modern type of society. The immigrants did not have proper preparations for the new way of living; they carried with them the values of their own society. The immigrants suddenly found themselves in contact with a new type of society and therefore they had to cope with different traditions, different customs, a different language, and a different national environment. The immigrants became subject to a psychological collapse because of all these differences and because the people comprising the new society were hostile and indifferent toward the immigrants. The immigrants were not prepared to solve the conflict between themselves and the new society. The inferior position in which they were regarded made them feel left out of this new society.

In this new society, they occupied jobs which were menial. In this respect then, they were exploited as a new and welcome labor market, nothing more. They were conscious of their subserviance; which they thought to be disrespectful, for they were indeed contributing to the wealth of America.

It was clear that the integration of the Italian immigrants in United States of America, was openly refused. Because of this refusal, the psychological equilibrium of the immigrants was altered causing an initial conflict with their society and violent controversy with new society.

Many immigrants used to organize themselves into associations called "Mafia" and "Cosa Nostra". The objective of these associations was to persuade forcefully the rich people to give money and jobs to the poor people. This status of non-integration used to be very common at the time when the Italian immigrants remained faithful to their individualism and lived in different districts called "Little Italies" which preserved the aspects and the customs of the native land.

Nowadays the objective of the immigrants is to achieve a better way of living, which, as a whole, is more modest than it was 50 years ago. The modern immigrant hopes to solve the problem of his existence by immigrating to countries where there are more opportunities to get a job and to work in more acceptable conditions with the protection of a more advanced social legislation. The new immigrants are very easily integrated because most of them have skill and education. The modern immigrant becomes easily accustomed to the new society, which he embraces without criticism. The idea of having a new house, a well-paid job, and a better future for his family makes the immigrant forget the old traditions of his native land.

N.B.-No sources of information were used. Only personal experience and questioning of persons who have been in the United States for over 50 years.

SERUTAN OR NIXON

By drofnaS etroF (Sanford Forte) make mine serutan

Last night I devoted approximately one-half hour of my time to what was supposed to have been one of those rare, informative moments occasionally thrust at us through the boob-tube. During that time, I listened intensely as our executive in Washington town addressed the nation concerning the war — oops! conflict in Vietnam.

I found myself somewhat puzzles when tnediserP noxiN — oops again! President Nixon (I have an uncontrollable urge to write his name backwards because it reminds me so much of his policies and the way he runs his office) said something about achieving America's Piece of Vietnam . . . or was that America's Peace of Vietnam?

I really couldn't discern between the two. Maybe noxiN should have had nivleM driaL — here I go again — Melvin Laird — write his speech on a blackboard or something . . . Oh well, I shouldn't worry about that insignificant ambiguity, they probably mean the same thing anyway.

There were several other areas of Osnorin speech that really confused me. One part had noxiN saying that the Great Silent Majority supported his policy in Viet-Nam; I thought the Great Silent Majority were the ones who voted for nixiN last year and were so shocked by the stagment policies of s'noxiN first year in office that they lost their faculty of speech (someone else said they were not in fact dumfounded, frustrated former followers of noxiN, but faithful sheep who were doing their best to follow her Miester and remaining as silent as possible on the important issue of the day . . . why am I rambling on like this. my God, one would think noxiN had me thinking in circles . . .

Another confusing point came about when noxiN started telling everyone about his pen-pal from Viet-Nam, Ho C. Minh.

NoxiN said that he wrote him only one time. Now, I ask you, is that anyway to treat a pen-pal, is it? I wouldn't be surprised if that poor old guy died right there on the spot. I just didn't think it was right to send only one letter, especially since noxiN had been saying for so long that he wanted to communicate with somebody directly from North Viet-Nam and make amends. One would think he'd have thought of writing earlier, and more often, but, that's the way it goes.

NoxiN mentioned two reasons for wanting to end the war — DAMN!! — CONFLICT — in Viet-Nam. The first reason he stated was that he had recently been subject to acute attacks of writer's cramp from signing death warrents, or is that death notices . . . oh, hell, probably both. His other reason for eding the conflict (whew!) was because he wants the angry and dedicated young people to turn their energy towards the great challenge of obtaining peace; funny, I thought that's what all my angry and dedicated young friends were doing . . . somebody's wrong somewhere!

Finally, noxiN said something about Hanoi not having the capability to shame the States — (I have omitted the word United for obvious reasons); noxiN said that only America's could do that. God, I thought noxiN knew that we've done that already by flaunting our Constitution (racism, poverty, the draft, etc.)

NoxiN said a few other things in his speech, but I was so confused by a few of the things I've just mentioned that I didn't have time to listen. I wonder if the rest of his speech was so confusing! I'll have that question to you angry and dedicated people out there. Ta Ta.

MOOGER CAME AND WENT

CURRENT COURSES

Bloomington, Ind.—(I.P.) — Academic courses as timely and relevant as a frontpage headline will be offered qualified freshmen at Indiana University this year.

Eighteen special seminars, most of them suggested by students themselves, will deal with such current and thorny problems as poverty, discrimination, student unrest and black power.

The seminars are being offered by the Honors Division of the College of Arts and Sciences. Only those freshmen eligible for honors programs may enroll. All the seminars, with the exception of some in the sciences, will be restricted to 15 students.

The seminar on "Contemporary Urban Problems" will examine a number of the most critical problems facing urban America as well as some of the more imaginative solutions for those problems. The city will be pictured as a creation of man at his bewt and his worst.

An analysis of poverty and discrimination, the role of the United States in the world economy, and the current dilemma of inflation and unemployment will be studied in the seminar on "Economics and the Challenge of American Social Problems."

"The Rhetoric of Conflict" will be largely devoted to a critical analysis of argumentative writings on current social controversies. Participants will read from the works of Lincoln, Wilson, Beblin, Martin Luther King Jr., Eldridge Cleaver, and W. W. Rostow among others.

"Student and Faculty Unrest in Western Europe and the United States," as the title suggests, will look at student movements in France and Germany as well as those in America.

The seminar on "Freedom of Speech, Dissent, and Civil Disobedience" will deal with the possible tyranny of a majority over a minority. The course will seek an understanding of the issues by reading works of Thoreau, Gandhi, and Martin Luther King Jr. among others.

Cliff Andres

Basketball Captains

Jim McKeegan, according to MCC basketball Coach Bruce Shapiro, "should be one of the top shooters in the conference this year. He has a deadly jump shot from 15 to 25 feet out."

McKeegan, co-captain of the Tribunes, made the Greater Rochester basketball team while at R.L. Thomas High in Webster.

Jim McKeegan

A 6' 3'' 200 pound forward, McKeegan played for MCC last year and scored 239 points in 24 games.

21 of those points were against Onondaga Community College, whom Monore opens against on Wednesday, November 26. McKeegan hit double figures in 15 out of 24 games last year as a freshman.

Cliff Andres, the other co-captain, was senior athlete of the year two years ago at Eastridge High School and played basketball for Fredonia State last winter. A transfer student in Business Administration, Cliff played guard in high school.

"Cliff is the kind of guy that every team needs," commented Coach Shapiro recently. "He's an inspirational leader. To have a winning team you must have a guy like Cliff on it."

Coach Shapiro mentioned that Andres plays a real tough man-to-man defense. "The Dude" works well under pressure. "Cliff is extremely adept at ballhandling and passing and is a great clutch performer," concluded Coach Shapiro, who seems to be looking very forward to that opening game against Onondaga C.C.

MCC players tallied twice into their own net, to bring about the final score, 5-3.

Al Tosta gave the best overall performance of the year, which included a goal and two assists. The other three members of the front line were almost as effective: Roger Techeira, Tom Jamieson, and Terry Young scored once each. Young also had an assist, before sustaining an

solid efforts of fullback Craig Seaver, and halfback John Berardicurdi, defensivly.

Another highlight of the victory was the fine showing of four Tribune substitutes: George Petsos, Glenn Roberts, Julian Ruiz, and Doug Fischer. These players just may see a good deal of action this weekend.

Along with Monroe at the Regional will be the only other

the region . . . And then there's the one about the team of pygmies. It seems that they got an early lead, and just sat on the ball. A member of the opposing team approached the ref and explained the situation. Replied head referee Slam Kopskey, "Hang on while I get my cane and we'll both have a look" . . . that was an inside, you dummy.

Coming Events

Wrestling
Sat., Nov. 29
Erie C.C.
here

Basketball
Onondaga
C.C.
here
Wed., Nov. 26

Tom Doehler, who placed 6th in the Region III tournament earlier this month, will represent MCC in the NJCAA national tournament this Saturday in Pittsburgh, Pennsylvania.

Archery Intramurals

The Intramural Archery Tournament was held on October 21, 23, 24, and 27th during college hour. The Tournament Committee was very pleased at the number of persons who participated despite the adverse weather conditions. Awards were being offerred in five categories: Women's Singles, Men's Singles, Women's Doubles, Men's Doubles, and Mixed Doubles. The participants were also classified as to their ability-expert, advanced and novice-to allow for uniform competition. Trophies were awarded to each first-place winner, and attractive ribbons were awarded to the Second and Third-place winners. The results of the tournament were:

Women's Singles:
1st Place — Carol Lack
Men's Singles: Advanced
1st place — Rick Lafford
2nd place — Bob Allessandra
3rd place — Walter Schwartz
4th place — Dick Failing
5th place — Sal Cimbalo
6th place — Keith Alexander
Men's Singles: Novice
1st place — Dave Miller
2nd place — Gene Versage
3rd place — Irvin Miller
Mixed Doubles: Advanced
1st place — Bob Allessandra
Carol Stilz
Novice
1st place — Allen Mock
Kula Gillette
Men's Doubles: Expert
1st place — Sal Cimbalo
Rick Lafford
Advanced
Walter Schwatz
Dick Failing
2nd place — Keith Alexander
Bob Alessandra

Intramural Swimming

An intramural swim meet will be held at the South Avenue Natatorium on November 19 at 7:30 p.m. Individual and team awards will be given. Fraternities and sororities are urged to enter squads.

Entry blanks are available at swim coach Hal Roche's office. All interested should see Mr. Roche as soon as possible.

TRACK CLUB INFO

Monroe Community College Track

To: Former Track Club members and Freshmen
From: Mr. R. H. Vacchetto

This year will be the first birthday of our track club at MCC. Many of us had been in hope of becoming an intercollegiate team this year, but school budget problems have prevented this from happening. So, this spring we will set up our schedule with most of the college team within our immediate area, plus a limited number of away meets and invitationals. Inspite of the fact that we were a club last season we made a good impression on any team faced by MCC.

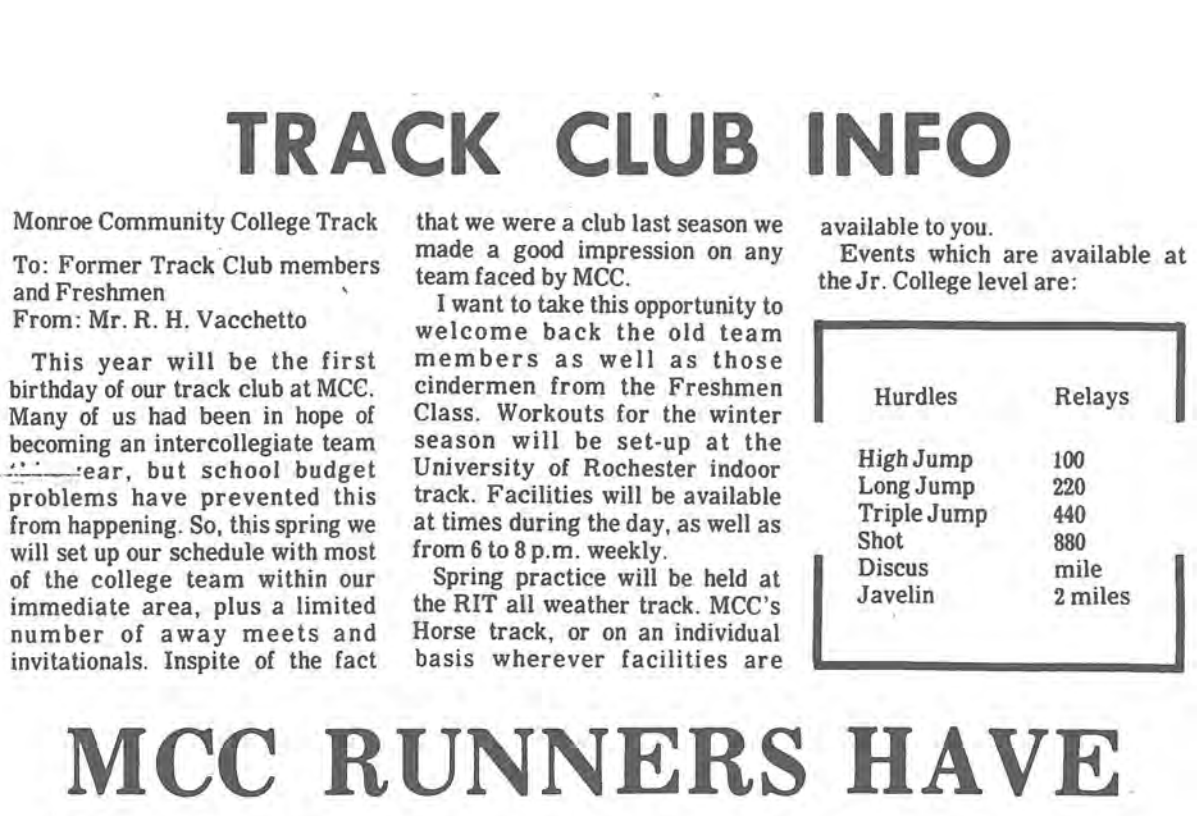
I want to take this opportunity to welcome back the old team members as well as those cindermen from the Freshmen Class. Workouts for the winter season will be set-up at the University of Rochester indoor track. Facilities will be available at times during the day, as well as from 6 to 8 p.m. weekly.

Spring practice will be held at the RIT all weather track. MCC's Horse track, or on an individual basis wherever facilities are available to you.

Events which are available at the Jr. College level are:

Hurdles	Relays
High Jump	100
Long Jump	220
Triple Jump	440
Shot	880
Discus	mile
Javelin	2 miles

MCC RUNNERS HAVE BEST SEASON EVER



This is the 1969 MCC cross country team that went 10-1 this season. In the back row are Gary Boyce, Pat Conheady, Coach Darvin Pegelow, Sinford Lohr, and Joe Barragato. Front row: Manager Scott Justice, Dick Jeffries, Tom Doehler, Jim Ferris, and Warren Klick.

Women's Intercollegiate Volleyball

Members of the MCC women's intercollegiate volleyball team this winter are Lynn Cheiffety, Paulette Cszsmar, Mary Ellen Ford, Kyle Gillette, Janice Holtby, and Ronnie John. Also Bonnie Jones, Michell Keller, Carol Lack, Karen Piedici, Sue Ann Schwab, and Nancy Spense.

Miss Cobb is their faculty advisor. Their schedule for this year:

Nov. 17 — University of Rochester (A) 7:30.
Nov. 19 — Onondaga C. C. & Roberts Wesleyan (H) 7:00.
Nov. 20 — Auburn C.C. (A)
Dec. 1 — Oswego State (A)
Dec. 3 — RIT (H) 7:00.
Dec. 4 — Roberts Wesleyan (H) 7:00.
Dec. 6 — Volleyball Region 3 semifinals (H) 3:30.
Dec. 11 — Genesee C.C. (A) 7:00.
Dec. 16 — Oswego (A) 7:00.

Also games against Keuka and William Smith colleges will be scheduled in January probably at William Smith.

SUPPORT YOUR BASKETBALL TEAM

By Dave Rogachefsky

November 26 is the date! That's when MCC's cagers embark on another season.

What can you, the prospective fan, look for from this year's team?

Well how about a thrilling offense and tough rebounding strength, for starters.

According to Coach Bruce Shapiro, you can anticipate plenty of everything this season. Coach Shapiro is quick to compliment his boys on their scrimmage performances thus far: "Dino" Page and Gene Williams — a pair of husky freshmen doing a bangup job under the boards; co-captain Jim McKeegan averaging over 20 pps; Joe "Hondo" Foreman's all out hustle and aggressiveness; and last, but far from least, Cliff Andres' floor leadership (he's the other co-captain) and overall top-notch performances, or better put, by Coach Shapiro, ". . . almost like having a coach on the floor."

With few exceptions, the players have not played with one another prior to this season. Coach Shapiro anticipates much success, as the players continue to mold into a solid unit.

This year's team promises excitement, and you: the student association, faculty, and administration, owe it to the team to give your support. It helps a team to know that their school is behind them.

The 12 guys that are representing MCC on the basketball court, under the careful direction of Coach Shapiro, put in a lot of time and strenuous effort. Why? To produce results that will make you proud you're a Tribune basketball booster.

(Coach Shapiro is planning a pamphlet to help fans familiarize themselves with the team, and to make games even more enjoyable for everyone).

I reiterate: the support of everyone is needed and will be appreciated.

Let's fill the gym against Onondaga, Nov. 26. As fans, let's give it all we've got this season.

Basketball Here NOV. 26

Hockey

The MCC hockey club lost its first three games this season but things may not be as bad as they look.

Two of those games were against the defending Metro League champions and athe other was a 5-1 loss to St. John Fisher College. Coach Tom McHugh mentioned that the main problem is an ineffective offensive punch.

"We're still looking for the right combination of forwards." mentioned Coach McHugh. Early season cobwebs must yet be worked out, but chances are that the hockey club will return to winning status soon.

Ron Glasow has been outstanding as goalie. Dan Lalonde has been valuable to Tribune scoring thus far. Mike Egling has been impressive on defense.

The hockey club plays all its games at the old RIT rink on Spring St.